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Special Committee on the Situation with regard to the Implementation of the Declaration on the Granting of Independence to Colonial Countries and Peoples

New Caledonia

Working paper prepared by the Secretariat

Addendum*

The present addendum contains an annex to the working paper on New Caledonia prepared by the Secretariat (A/AC.109/2010/16). It reproduces the information transmitted to the Secretary-General by the Government of France on 15 May 2014 and supplements the information transmitted on 4 February 2014 (A/69/69), pursuant to Article 73 *e* of the Charter of the United Nations and further to the mission conducted by the Special Committee on the Situation with regard to the Implementation of the Declaration on the Granting of Independence to Colonial Countries and Peoples, from 10 to 18 March 2014.

* This information was received after the submission of the main report.

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Annex

Adapted military service programme and Training Cadres for the Future

Adapted military service

1. Established in 1961 and reporting to the Minister for Overseas Territories, the adapted military service is a military unit comprising seven overseas regiments.[1] It is dedicated to the social and professional integration of youth aged 18 to 25 in overseas territories who have received little or no education; more than 30 per cent of participants are illiterate.

2. The adapted military service functions as a social integration tool by providing general education and vocational training to at-risk youth within a military setting; it is a key player whose mission is thoroughly in line with the youth development priorities of the European Union and the Government.

3. In 2009, a decision was made to double the number of beneficiaries with the goal of enrolling a total of 6,000 volunteers by 2016.

4. For the 2013 fiscal year, the adapted military service reported a 76 per cent rate of social integration, of whom 33 per cent were sustained employment, 32 per cent in transitional employment and 35 per cent enrolled in vocational training.

5. All of the budgetary resources for the adapted military service come from programme 138, "Overseas employment", and European Union structural funds.

The adapted military service in numbers

6. The following figures provide an overview of the adapted military service:

- There are seven operational units overseas
- Social integration rate in 2013: 76.3 per cent
- Number of volunteers enrolled in 2013: 5,429
- Female enrolment rate: 26.16 per cent
- Illiteracy rate: 36 per cent
- Rate of participants without a secondary school diploma: 69.5 per cent
- Rate of participants earning a general education certificate: 95.4 per cent
- Rate of participants acquiring a driving licence (permit B): 79.6 per cent
- Fifty-three courses covering ten vocational areas: public works, construction, tourism, mechanics, agricultural and maritime trades, tertiary sector industries, catering, security, transport and employability.

[1] French Polynesia, Guadeloupe, Guyana, Martinique, Mayotte, New Caledonia and Réunion Island.

An operational system

Performance evaluation

7. The adapted military service and each of its regiments operate on the basis of an established approach to performance which is similar to that of a social enterprise. The programme's performance is managed using both quantitative and qualitative criteria that assess the effectiveness of activities and the achievement of goals. Performance management is inextricable from the development and operations of the adapted military service and is an ongoing priority. In 2013, the adapted military service enrolled more than 5,400 vulnerable youth.

8. The programme supported the social integration of 76 per cent of the at-risk youth who were volunteer participants — whether through sustained employment (33 per cent), transitional employment (32 per cent) or a positive outcome (35 per cent)[2] — of these, 18 per cent found the social integration opportunity in mainland France. Less than 3 per cent joined the army.

An adapted method

9. The adapted military service fulfils a social mission within a military framework; it aims to provide a comprehensive response to social exclusion, unemployment, alienation and illiteracy among youth overseas.

10. In that regard, the programme conceptualized and instituted the "adapted military service method". The method has been legitimized and proven successful on the basis of the added value it generates through civic and behaviour education and professional training, which ensure that the participants are employable.

11. The adapted military service strengthens life skills that promote the social inclusion of its more than 5,400 volunteers overseas based on the following:

(a) A socioeconomic approach that aims both to help every youth volunteer find personal fulfilment and to respond to the current or future needs of the employment market, both overseas and in mainland France, in close cooperation with the Agency for Mobility Overseas;

(b) The development and implementation of an educational project and specialized teaching methods aimed at developing the social skills ("understanding", "understanding how to give", "understanding how to be" and driving licence) and professional skills ("know-how") of each volunteer, in courses that cover a range of more than 50 trades.

A network of committed partners

12. Both within the overseas territories and at the national level, the adapted military service is developing a policy on effective partnerships with stakeholders in the areas of counselling, training and employment, focusing on employment centres, youth community centres (*missions locales*), chambers of commerce, professional organizations and businesses, in particular small and medium-sized enterprises and industries, which make up the bulk of the economy of the overseas territories.

[2] "Sustained employment" refers to a continuing contract or a fixed-term contract for six months or longer; "transitional employment" refers to a fixed-term contract of between one and six months; and "positive outcome" refers to enrolment in a skills training course.

13. Establishing this network is a major policy priority for the adapted military service in its endeavour to secure the social integration of young persons. The establishment of partnerships is thus integral to the adapted military service.

The New Caledonian public interest group Training Cadres for the Future

Background

14. In 1988, a policy on ethnic and geographic balance was launched in New Caledonia with a view to providing training for mid-level and senior managers, in particular those of Kanak origin, working in the private sector or public administration. This priority has evolved over the years in order to ensure that the needs in this area are effectively taken into account.

15. In that regard, in 1998, the "400 Managers" programme, which was created by the Matignon Accords of 1988, established the "Cadres for the Future" programme as part of the Nouméa Accord. In 2005, the public interest group Training Cadres for the Future was created to manage the programme and to implement, inter alia, supporting measures for the transfer of powers and preparation for the exercise of sovereign powers.

Purposes and achievements of the public interest group Training Cadres for the Future

16. The public interest group Training Cadres for the Future is a key instrument for the realignment of responsibilities in New Caledonia. Its work is assessed annually by a follow-up committee, which is chaired by the High Commissioner and comprises the signatories of the Nouméa Accord, the New Caledonian institutions and the bodies that take part in the programme. The public interest group directs the following initiatives:

(a) The Cadres for the Future training programme

Between 1988 and December 2012, 1,400 people participated in the programme. Some 77 per cent were Melanesian and 41 per cent were women. However, persons from the North Province continue to be under-represented at only 23 per cent of the total number. That issue has been clearly identified and is receiving specific attention.

The participants, whose intended career must meet well-defined needs for New Caledonia, are given intensive academic support and a grant to cover their maintenance and that of their families. Some 160 participants enrol each year.

New career paths were introduced in 2011 and 2012 in response to identified needs related to the transfer of powers or the realignment of certain professions, such as teachers, officers in the prison system, police commissioners, magistrates, senior civil servants, attorneys and doctors.

With that end in mind, specific provisions have been adopted in order to ensure that motivated students at university in Nouméa are given intensive preparation for competitions within the national education system, the health professions, the judiciary and preparatory courses for police commissioner training.

The average success rate for participants is 78 per cent, and some 95 per cent find a job within three months of the end of their training.

As at the signature of the Matignon Accords, there were 143 Kanak managers in New Caledonia. In 2009, according to the Institute of Statistics and Economic Studies, there were 819 Kanak senior managers, 35 per cent of whom had been through the Cadres for the Future training programme; 67 per cent worked in the public sector and 33 per cent in the private sector.

Over half of them were in managerial positions or in highly-qualified careers, including the following: A or B level civil servant at the State, provincial or municipal level, teacher outside the State education system, research manager at the French Research Institute for the Exploitation of the Sea, doctor, psychologist, midwife, geological engineer, senior technician, human resources manager in the mining sector, architect, journalist, airline pilot, lawyer and manager in the tourism sector.

(b) The Post-Baccalaureate Follow-Up Programme

The programme is intended for students from the hinterland and the islands who have completed their baccalaureate and wish to continue their studies in mainland France. The students are given guidance and help with enrolment, a refresher course before their departure and educational support once in mainland France. They can subsequently join the Cadres for the Future programme. There are some 60 participants per year, and 170 students have gained a degree. There are 417 possible course combinations.

(c) Complementary activities

A number of complementary activities are under way in partnership with the provinces:

(i) In cooperation with the North Province, tuition support is provided to some 90 young grant holders who are in training in mainland France. The immediate success rate by the end of the academic year is 61 per cent;

(ii) The Loyalty Islands Province provides similar academic support to its grant holders; 38 young persons received such support in 2011.

(d) Other programmes

Lastly, the public interest group also contributes funding to two initiatives for secondary school pupils:

(i) The Nouméa schooling initiative, which began in 1990 and provides dormitory accommodation, transport and school support for some 70 secondary school pupils. The total success rate is 75 per cent;

(ii) The school support mission in the North Province, which was established in 2007 and funds the enrolment and accommodation of teaching assistants in order to facilitate pupils' success in the baccalaureate examinations.

17. The Ministry of Overseas Territories funds 90 per cent of the activities of the public interest group Training Cadres for the Future. In programme 138, the figure is 5.4 million euros. The remaining 10 per cent is covered by New Caledonia.

18. In addition to successfully fulfilling its mission and objectives, the public interest group Training Cadres for the Future is a vital local partner in activities for the economic development of New Caledonia.

19. Its activities are supported by all local partners, the Government and the New Caledonian institutions, thereby creating a fundamental synergy.

20. Its standing is underpinned by its expertise in developing training initiatives, its ongoing engagement with the priority areas of economic development and the academic follow-up which it provides for participants throughout their university career.

21. An evaluation of Training Cadres for the Future was carried out in 2012. It highlighted the effectiveness of the initiative, while also drawing attention to some areas for improvement. In particular, measures could be taken to foster excellence in training with a view to filling the gaps created by the transfer of powers and senior private-sector positions.